



July 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards, known as *Learning Results*, adopted by the Maine Legislature in 1997. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure achievement. As last year, the mathematics portion of the SAT Reasoning Test™ was augmented with 18 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. Additionally, Science and Technology testing resumed this year after a two-year hiatus. The combined tests form the Maine High School Assessment (MHSA).

Because the MHSA Science & Technology achievement level standards had not been revised in 2006 like all other disciplines, it was necessary to revise the standards for that discipline this spring. The new achievement level standards are the result of a comprehensive process informed by Maine teachers and reviewed by advisory committees. The achievement level standards for the 2008 Critical Reading, Writing and Mathematics sections of the MHSA were not changed.

These 2007-2008 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science & technology reported according to the achievement standards described above and disaggregated by student and school characteristics. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores for most students may also be used for college admission, scores for students who received accommodations during the test administration that exceeded those made available by the College Board are not college reportable.

The state results reflect scores based on SAT, Math-A, and Science & Technology test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs a design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science & technology questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron
Commissioner of Education



High School Report

Test Date: May 2008
ID: 12631783
SAU: MSAD 71
School: Kennebunk High School

Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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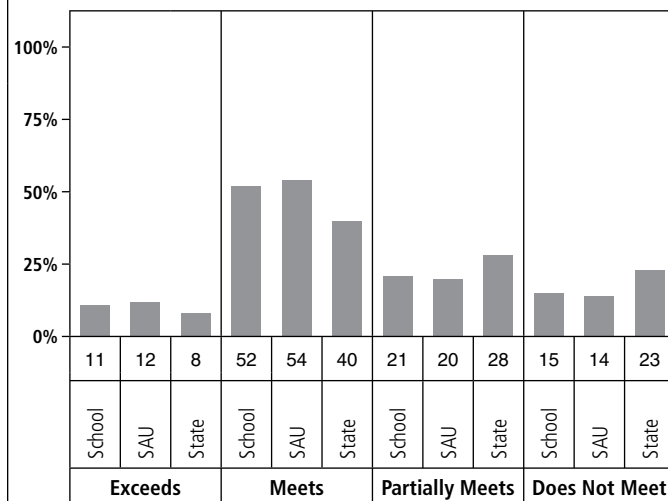
SUMMARY OF SCORES

Test Date: May 2008
SAU: MSAD 71
School: Kennebunk High School

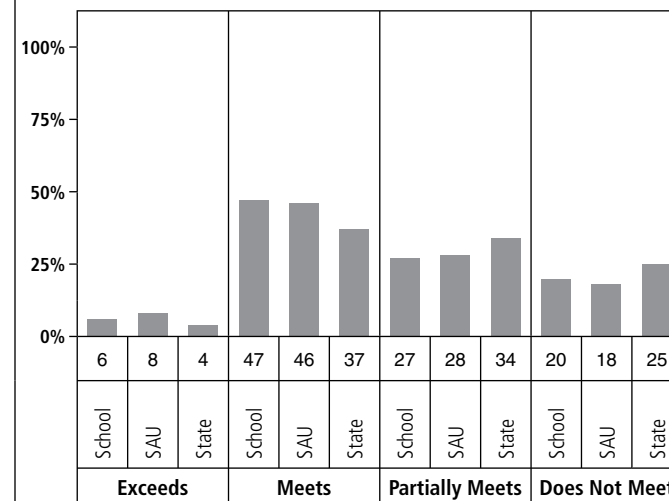
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading 2006–2007 2007–2008	1146 1145	1147 1146	1141 1141
Mathematics 2006–2007 2007–2008	1144 1143	1144 1144	1140 1141
Writing 2006–2007 2007–2008	1146 1144	1146 1146	1141 1140
Science 2007–2008	1142	1143	1141

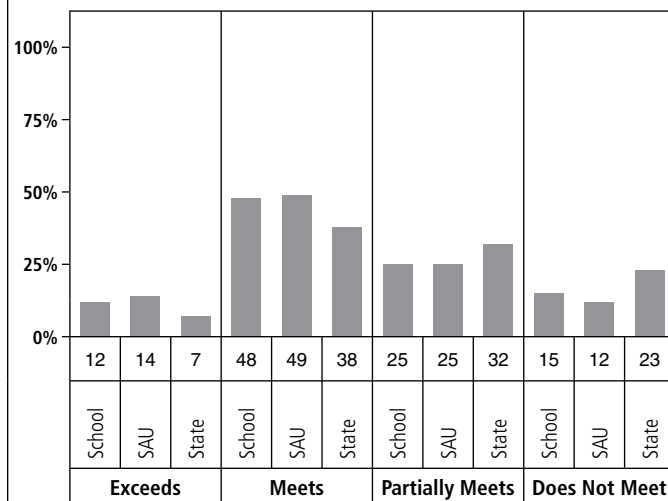
CRITICAL READING



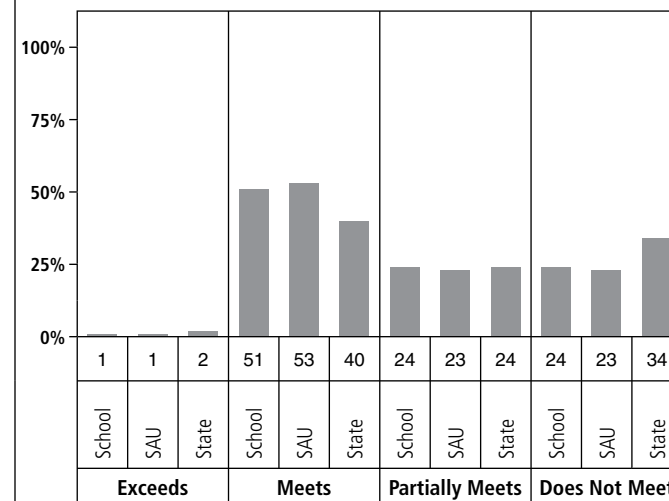
MATHEMATICS



WRITING



SCIENCE



SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2008
SAU: MSAD 71
School: Kennebunk High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	202	100	184	100	15604	100	200	99	182	99	14875	96	202	100	184	100	15165	97	199	99	181	98	14869	96	201	100	183	99	14961	96
Ethnicity African American/Black	0	0	0	0	305	2	0	0	0	0	261	86	0	0	0	0	286	95	0	0	0	0	260	86	0	0	0	0	280	93
American Indian or Native Alaskan	0	0	0	0	103	1	0	0	0	0	95	93	0	0	0	0	97	95	0	0	0	0	95	93	0	0	0	0	93	91
Asian or Pacific Islander	2	1	1	1	215	1	2	100	1	100	194	90	2	100	1	100	202	94	2	100	1	100	194	90	2	100	1	100	200	93
Hispanic	0	0	0	0	140	1	0	0	0	0	118	84	0	0	0	0	123	88	0	0	0	0	118	84	0	0	0	0	120	86
Caucasian/White	200	99	183	99	14841	95	198	99	181	99	14207	96	200	100	183	100	14457	98	197	99	180	98	14202	96	199	100	182	99	14268	96
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	41	20	37	20	2247	14	41	100	37	100	2065	93	41	100	37	100	2138	96	40	98	36	97	2060	92	40	98	36	97	2081	93
Current LEP	4	2	4	2	648	4	4	100	4	100	508	79	4	100	4	100	564	87	4	100	4	100	507	78	4	100	4	100	534	83
Economically disadvantaged	22	11	20	11	4028	26	21	95	19	95	3682	92	22	100	20	100	3831	95	21	95	19	95	3679	92	22	100	20	100	3755	94
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N		%		N		N		%		N		N		%		N		N		%		N	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Participation without accommodations	173	86	156	85	13042	84	175	87	158	86	13332	85	173	86	156	85	13042	84	175	87	158	86	13192	85
Identified disability (PET/IEP)	18	10	16	10	739	6	18	10	16	10	810	6	18	10	16	10	739	6	18	10	16	10	791	6
LEP	3	2	2	1	399	3	3	2	2	1	456	3	3	2	2	1	399	3	3	2	2	1	436	3
504 plan	2	1	2	1	196	2	2	1	2	1	204	2	2	1	2	1	196	2	2	1	2	1	201	2
Participation with accommodations	22	11	21	11	1623	10	22	11	21	11	1624	10	22	11	21	11	1625	10	22	11	21	11	1567	10
Identified disability (PET/IEP)	18	82	16	76	1117	69	18	82	16	76	1119	69	18	82	16	76	1119	69	18	82	16	76	1088	69
LEP	1	5	2	10	93	6	1	5	2	10	93	6	1	5	2	10	93	6	1	5	2	10	83	5
504 plan	1	5	1	5	58	4	1	5	1	5	58	4	1	5	1	5	58	4	1	5	1	5	55	4
Other	3	14	3	14	367	23	3	14	3	14	366	23	3	14	3	14	367	23	3	14	3	14	353	23
Participation through alternate assessment (PAAP)	5	2	5	3	209	1	5	2	5	3	209	1	4	2	4	2	202	1	4	2	4	2	202	1
Identified disability (PET/IEP)	5	100	5	100	209	100	5	100	5	100	209	100	4	100	4	100	202	100	4	100	4	100	202	100
LEP	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7	0	0	0	0	15	7
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																		
Approved non-participation – special consideration	0	0	0	0	36	0	0	0	0	0	40	0	0	0	0	0	36	0	0	0	0	0	38	0
Non-participation – other	2	1	2	1	693	4	0	0	0	0	399	3	3	1	3	2	699	4	1	0	1	1	605	4

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Test Date: May 2008
SAU: MSAD 71
School: Kennebunk High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1161-1180)	2005-2006	30	15	30	16	1079	7
	2006-2007	32	16	31	16	1168	8
	2007-2008	22	11	22	12	1184	8
	Cum. Total*	84	14	83	15	3431	8
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1141-1160)	2005-2006	91	46	86	45	5697	38
	2006-2007	90	44	86	45	5714	38
	2007-2008	102	52	95	54	5885	40
	Cum. Total*	283	47	267	48	17296	39
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1129-1140)	2005-2006	44	22	44	23	4772	32
	2006-2007	52	25	46	24	4728	31
	2007-2008	41	21	36	20	4093	28
	Cum. Total*	137	23	126	23	13593	30
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2005-2006	31	16	33	17	3595	24
	2006-2007	32	16	27	14	3444	23
	2007-2008	30	15	24	14	3417	23
	Cum. Total*	93	16	84	15	10456	23

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: MSAD 71
School: Kennebunk High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	195	22	11	102	52	41	21	30	15	1145	177	12	54	20	14	1146	14579	8	40	28	23	1141
Ethnicity																						
African American/Black	0										0						248	4	21	27	48	1132
American Indian or Native Alaskan	0										0						94	5	27	28	40	1134
Asian or Pacific Islander	2										1						192	4	35	30	31	1138
Hispanic	0										0						115	5	32	26	37	1136
Caucasian/White	193	22	11	101	52	41	21	29	15	1145	176	13	53	20	14	1146	13930	8	41	28	23	1141
Not Reported	0										0						0					
Identified disability																						
Yes	36	1	3	5	14	11	31	19	53	1131	32	3	13	34	50	1131	1823	1	9	24	65	1126
No	159	21	13	97	61	30	19	11	7	1148	145	14	63	17	6	1149	12756	9	45	29	17	1143
Current LEP																						
Yes	4										4						488	3	22	24	52	1132
No	191	22	12	100	52	40	21	29	15	1145	173	12	54	20	14	1146	14091	8	41	28	22	1141
Economically disadvantaged																						
Yes	21	0	0	8	38	5	24	8	38	1136	19	0	37	26	37	1136	3545	3	28	30	39	1134
No	174	22	13	94	54	36	21	22	13	1146	158	14	56	20	11	1147	11034	10	44	27	19	1143
Migrant																						
Yes	0										0						5	20	0	40	40	1136
No	195	22	11	102	52	41	21	30	15	1145	177	12	54	20	14	1146	14574	8	40	28	23	1141
Gender																						
Female	107	14	13	58	54	26	24	9	8	1147	97	13	54	25	8	1147	7237	8	42	30	19	1142
Male	88	8	9	44	50	15	17	21	24	1143	80	11	54	15	20	1145	7342	8	38	26	28	1140
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	9	30	61	1127
No	195	22	11	102	52	41	21	30	15	1145	177	12	54	20	14	1146	14476	8	41	28	23	1141
Gifted/talented program																						
Yes	19	9	47	10	53	0	0	0	0	1161	19	47	53	0	0	1161	295	48	48	4	0	1161
No	176	13	7	92	52	41	23	30	17	1143	158	8	54	23	15	1144	14284	7	40	29	24	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

Test Date: May 2008
SAU: MSAD 71
School: Kennebunk High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL *					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1161-1180)	2006-2007 2007-2008	16 12	8 6	15 15	8 8	578 637	4 4
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1141-1160)	2006-2007 2007-2008	84 92	40 47	81 82	42 46	5481 5508	36 37
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1133-1140)	2006-2007 2007-2008	69 54	33 27	62 50	32 28	4754 5065	31 34
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007 2007-2008	39 39	19 20	34 32	18 18	4607 3660	30 25

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: MSAD 71
School: Kennebunk High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	197	12	6	92	47	54	27	39	20	1143	179	8	46	28	18	1144	14870	4	37	34	25	1141
Ethnicity																						
African American/Black	0										0						274	1	12	31	57	1133
American Indian or Native Alaskan	0										0						96	2	24	30	44	1136
Asian or Pacific Islander	2										1						200	8	37	34	22	1142
Hispanic	0										0						120	3	23	32	43	1138
Caucasian/White	195	12	6	91	47	54	28	38	19	1143	178	8	46	28	18	1144	14180	4	38	34	24	1141
Not Reported	0										0						0					
Identified disability																						
Yes	36	0	0	8	22	8	22	20	56	1133	32	0	25	22	53	1134	1896	0	8	22	70	1130
No	161	12	7	84	52	46	29	19	12	1145	147	10	50	29	10	1146	12974	5	41	36	18	1142
Current LEP																						
Yes	4										4						545	3	16	28	53	1135
No	193	12	6	90	47	53	27	38	20	1143	175	8	46	28	18	1144	14325	4	38	34	24	1141
Economically disadvantaged																						
Yes	22	0	0	5	23	7	32	10	45	1134	20	0	25	30	45	1134	3695	1	22	37	40	1136
No	175	12	7	87	50	47	27	29	17	1144	159	9	48	28	14	1145	11175	5	42	33	19	1142
Migrant																						
Yes	0										0						5	20	20	40	20	1144
No	197	12	6	92	47	54	27	39	20	1143	179	8	46	28	18	1144	14865	4	37	34	25	1141
Gender																						
Female	108	6	6	49	45	36	33	17	16	1143	98	6	44	34	16	1143	7362	3	36	36	24	1140
Male	89	6	7	43	48	18	20	22	25	1143	81	11	48	21	20	1145	7508	5	38	32	25	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	8	41	51	1134
No	197	12	6	92	47	54	27	39	20	1143	179	8	46	28	18	1144	14767	4	37	34	24	1141
Gifted/talented program																						
Yes	19	8	42	9	47	2	11	0	0	1158	19	42	47	11	0	1158	296	35	59	5	0	1158
No	178	4	2	83	47	52	29	39	22	1141	160	4	46	30	20	1142	14574	4	37	35	25	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

WRITING RESULTS

Test Date: May 2008
SAU: MSAD 71
School: Kennebunk High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1161-1180)	2005-2006	20	10	20	10	952	6
	2006-2007	32	16	31	16	937	6
	2007-2008	24	12	24	14	962	7
	Cum. Total*	76	13	75	13	2851	6
Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1141-1160)	2005-2006	100	51	95	49	6055	40
	2006-2007	94	46	89	47	6167	41
	2007-2008	93	48	86	49	5564	38
	Cum. Total*	287	48	270	48	17786	40
Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1129-1140)	2005-2006	47	24	47	24	4916	32
	2006-2007	49	24	44	23	4723	31
	2007-2008	48	25	45	25	4679	32
	Cum. Total*	144	24	136	24	14318	32
Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2005-2006	29	15	31	16	3221	21
	2006-2007	31	15	26	14	3227	21
	2007-2008	30	15	22	12	3376	23
	Cum. Total*	90	15	79	14	9824	22

WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: MSAD 71
School: Kennebunk High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	195	24	12	93	48	48	25	30	15	1144	177	14	49	25	12	1146	14581	7	38	32	23	1140
Ethnicity																						
African American/Black	0										0						248	2	19	30	49	1131
American Indian or Native Alaskan	0										0						94	3	19	38	39	1133
Asian or Pacific Islander	2										1						192	6	30	34	30	1137
Hispanic	0										0						115	2	30	36	33	1136
Caucasian/White	193	24	12	92	48	48	25	29	15	1145	176	14	48	26	13	1146	13932	7	39	32	22	1140
Not Reported	0										0						0					
Identified disability																						
Yes	36	1	3	5	14	12	33	18	50	1129	32	3	13	38	47	1130	1825	1	7	23	69	1125
No	159	23	14	88	55	36	23	12	8	1148	145	16	57	23	5	1149	12756	7	43	33	17	1142
Current LEP																						
Yes	4										4						488	3	19	29	49	1131
No	191	24	13	91	48	47	25	29	15	1145	173	13	49	25	13	1146	14093	7	39	32	22	1140
Economically disadvantaged																						
Yes	21	0	0	7	33	7	33	7	33	1134	19	0	32	37	32	1135	3546	2	25	35	38	1134
No	174	24	14	86	49	41	24	23	13	1146	158	15	51	24	10	1147	11035	8	42	31	18	1142
Migrant																						
Yes	0										0						5	20	0	20	60	1131
No	195	24	12	93	48	48	25	30	15	1144	177	14	49	25	12	1146	14576	7	38	32	23	1140
Gender																						
Female	107	15	14	54	50	29	27	9	8	1147	97	14	48	29	8	1148	7239	8	43	33	17	1142
Male	88	9	10	39	44	19	22	21	24	1141	80	13	49	21	18	1143	7342	6	34	31	30	1138
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						103	0	7	39	54	1128
No	195	24	12	93	48	48	25	30	15	1144	177	14	49	25	12	1146	14478	7	38	32	23	1140
Gifted/talented program																						
Yes	19	9	47	10	53	0	0	0	0	1163	19	47	53	0	0	1163	295	42	53	4	0	1159
No	176	15	9	83	47	48	27	30	17	1143	158	9	48	28	14	1144	14286	6	38	33	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

Test Date: May 2008
SAU: MSAD 71
School: Kennebunk High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL*					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1161-1180)	2007-2008	1	1	1	1	300	2
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1141-1160)	2007-2008	101	51	95	53	5927	40
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1135-1140)	2007-2008	47	24	41	23	3544	24
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 1100-1134)	2007-2008	48	24	42	23	4988	34

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	15	27	6.78	45.2	6.97	46.5	6.41	42.7
Cluster 2: Physical Sciences	14	25	7.26	51.9	7.46	53.3	6.22	44.4
Cluster 3: Earth and Space Sciences	14	25	5.33	38.1	5.50	39.3	5.04	36.0
Cluster 4: Nature and Implications of Science	13	23	7.23	55.6	7.41	57.0	6.59	50.7

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MHSA measures a grade span expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2008
SAU: MSAD 71
School: Kennebunk High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	197	1	1	101	51	47	24	48	24	1142	179	1	53	23	23	1143	14759	2	40	24	34	1141
Ethnicity																						
African American/Black	0										0						269	0	20	14	65	1134
American Indian or Native Alaskan	0										0						92	1	24	28	47	1138
Asian or Pacific Islander	2										1						199	3	36	25	36	1140
Hispanic	0										0						118	1	26	19	54	1136
Caucasian/White	195	1	1	100	51	47	24	47	24	1142	178	1	53	23	24	1143	14081	2	41	24	33	1141
Not Reported	0										0						0					
Identified disability																						
Yes	36	0	0	6	17	9	25	21	58	1135	32	0	19	25	56	1135	1879	0	11	17	72	1133
No	161	1	1	95	59	38	24	27	17	1144	147	1	61	22	16	1144	12880	2	44	25	28	1142
Current LEP																						
Yes	4										4						519	1	18	19	62	1134
No	193	1	1	100	52	46	24	46	24	1142	175	1	53	23	23	1143	14240	2	41	24	33	1141
Economically disadvantaged																						
Yes	22	0	0	5	23	7	32	10	45	1136	20	0	25	30	45	1137	3651	1	26	24	49	1137
No	175	1	1	96	55	40	23	38	22	1143	159	1	57	22	21	1143	11108	3	45	24	29	1142
Migrant																						
Yes	0										0						5	20	40	40	0	1146
No	197	1	1	101	51	47	24	48	24	1142	179	1	53	23	23	1143	14754	2	40	24	34	1141
Gender																						
Female	108	0	0	51	47	32	30	25	23	1141	98	0	47	29	24	1142	7277	1	37	26	36	1140
Male	89	1	1	50	56	15	17	23	26	1143	81	1	60	16	22	1144	7482	3	43	22	32	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						100	1	5	22	72	1133
No	197	1	1	101	51	47	24	48	24	1142	179	1	53	23	23	1143	14659	2	40	24	34	1141
Gifted/talented program																						
Yes	19	1	5	16	84	2	11	0	0	1150	19	5	84	11	0	1150	296	13	80	5	3	1152
No	178	0	0	85	48	45	25	48	27	1141	160	0	49	24	26	1142	14463	2	39	24	34	1140

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